DOCUMENT RESUME

ED 144 283 EC 102 219

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TITLE Inexpensive and Easily Made Instructional Materials: A Training Manual for Teachers and Parents for Working with Preschcol Children.
INSTITUTION Austin Independent School District, Tex.
PUB DATE 77
NOTE 57p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Handicapped Children; *Instructional Materials; Manuals; Material Development; Parent Education; Preschool Education; Teaching Guides; *Toys

ABSTRACT

Intended for use in parent education activities, the manual presents guidelines for making 24 instructional toys and lesson plans for using the toys with preschool handicapped children. Each toy is presented in terms of an illustration, a list of specific skills to be developed by the child using the toy, materials needed, time required to make the toy, procedure for making the toy, suggested uses, and an evaluation chart (for noting dates and comments on the child's achievement). Some of the toys included are spools for stringing, spools of graduated sizes, graduated cans, a lacing shoe, a sandpaper alphabet, a lotto game, sequence cards, lacing cards, a bud button can, a geoboard, and rough and smooth cards. (DB)

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The Austin Early Childhood Special Education Program

INEXPENSIVE AND EASILY MADE INSTRUCTIONAL MATERIALS

Outreach Project
Austin Early Childhood Special Education
Austin Independent School District

Spring, 1977

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Acknowledgements

The idea for this booklet originated while the author served as the Preschool Coordinator with the Staff Training Program in Early Childhood Education for Handicapped Children, Department of Special Education, the University of Texas at Austin.

A program based on these ideas was presented at the Council for Exceptional Children's national meeting in Dallas, Texas in 1973.

The following students, Judith Holt, Steve Lansdowne, Martha Piza, Linda Hughes, Beth Smallwood, Anne Walker, and Jeanette Walker, made contributions and submitted ideas for the toys and games while participating in the training program.

Credit should also be given to Drs. Nasim Dil, Ernest A. Gotts, and Jasper Harvey for the support, feedback, and confidence extended during the project, and to Nancy Weidt, AECSE teacher, for the illustrations.

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INTRODUCTION

When educators ask parents to help their child with "auditory discrimination," "eye-hand coordination, " "concept development" and so forth they are making assumptions that the parent knows what they are talking about as well as how to go about doing it. Parents --- in their eagerness to please and to help their child--- agree to cooperate, but frequently do not know exactly what to do. They are perhaps too embarrassed to ask "What does that mean?", "How?" and "With what?"

Purpose

This booklet was prepared for use in parent education activities and as an example of one approach to parents' often unspoken and unanswered questions. The idea of preparing quidelines for making toys and including lesson plans to explain how to use the toys evolved from working directly with parents of preschool handicapped children. Many parents seemed to feel that skills could be taught only if commercially manufactured equipment or materials were utilized; thus an effort was made to select items that were easy for parents to make from materials that were readily

available, reasonable in cost, and versatile in use. Guidelines for making and using the toys in "games" or "lessons" with the child constitute the major portion of this booklet.

Organization of the Booklet

The lesson plan page on the right side of the book describes the activity. Each lesson plan tells how to make a toy and how to use it, and includes an evaluation section to be filled out by the parent at the end of the lesson. The page that faces the lesson plan page lists the specific skills that a child can develop by working with the toy with an adult, and includes a drawing of the toy.

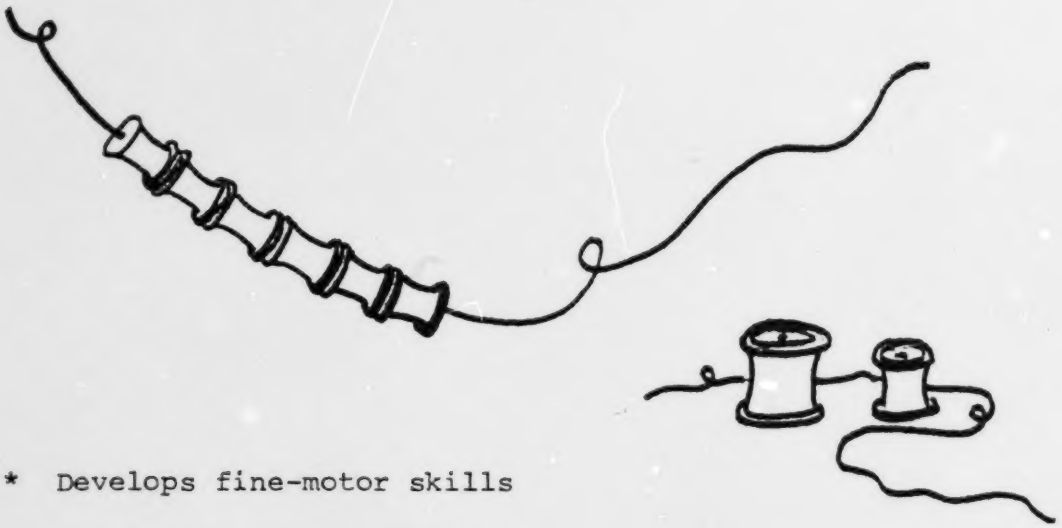
A child might master a skill in one lesson or he might require an indeterminate amount of time to master it. As a result no time limit for mastery of a skill is given. Suggestions are made regarding the amount of time required to make a material prior to the lesson. The amount of time to be spent on an activity is dependent on the child's attention span, and the activity should never result in frustration for either the child or the parent.

Guidelines are included for using the booklet. However, the parent knows his child best and modifications should be made depending on the child's interest, capabilities, and the parent's experience.

GUIDELINES FOR TEACHING YOUR CHILD

* Choose a place to work where there are no distractions.
* Choose a time that is consistent each day.
* Do the activity daily except for Saturday and Sunday.
* Keep the materials for the lesson off the child's play shelf.
* Bring the materials out when you are ready to begin the lesson.
* Keep the sessions short.
* Should you or your child feel bad one day, skip the lesson for that day.
* Encourage your child to participate, but never force him. Make it a fun time.
* Fill in the evaluation each time you work with your child.
* If the lesson you choose is too difficult, switch to an easier task. Make note of this on the evaluation form.

SPOOLS FOR STRINGING



* Develops fine-motor skills
* Develops sequence skills
* Develops left to right progression
* Develops visual memory and recall
* Develops eye-hand coordination
* Develops color vocabulary
* Develops classification - sorting by size, color
* Develops tactile awareness
* Develops visual perception
* Develops mathematical skills

SPOOLS FOR STRINGING

LESSON PLAN

MATERIALS NEEDED: 12 spools, all same size
paint (red, yellow, blue, green)
Cord
Scotch Tape or Glue

TIME TO MAKE: 1 hour

PROCEDURE:

1. Remove paper from the spools
2. Paint the spools so that 3 are red, 3 are green, 3 are yellow and 3 are blue
3. Wrap Scotch Tape securely around one end of cord to make a tip or dip tip in glue.
4. Tie a knot in the other end of the cord.

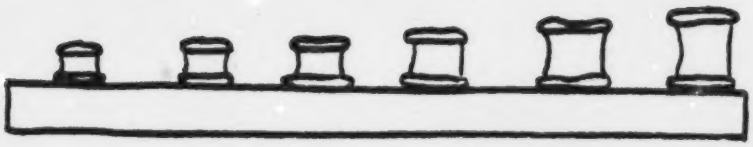
SUGGESTED USE:

-- Place the spools and cord in a basket or box
-- Show the spools to the child; it may be necessary to demonstrate how to string the cord through the spool.
-- Offer encouragement as the child works; reinforce him for stringing each bead, whether he does it alone or with help.
-- Add more spools and longer cord as the child improves

EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

SPOOLS OF GRADUATED SIZE



* Develops eye-hand coordination
* Develops visual discrimination
* Develops vocabulary (color, size)
* Develops size relationships
* Develops left to right progression
* Develops fine-motor skills
* Develops sequence skills

SPOOLS OF GRADUATED SIZE

LESSON PLAN

MATERIALS NEEDED: 5-6 spools of graduated sizes
5-6 nails (with heads small enough to fit holes of spools)
Board (about 4" x 15")
Paint (red, yellow, blue, green)

TIME TO MAKE: 1 hour

PROCEDURE:
1. Paint the board and the spools
2. Nail the nails in the board about 1 ½ " apart. Leave about 3/4" of each nail showing.

SUGGESTED USE:
-- Show the toy to the child with the spools arranged in sequential order
-- Have him remove the spools
-- Help him place the spools back on the nails in sequential order
-- Encourage him to sequence the spools by himself

EVALUATION:

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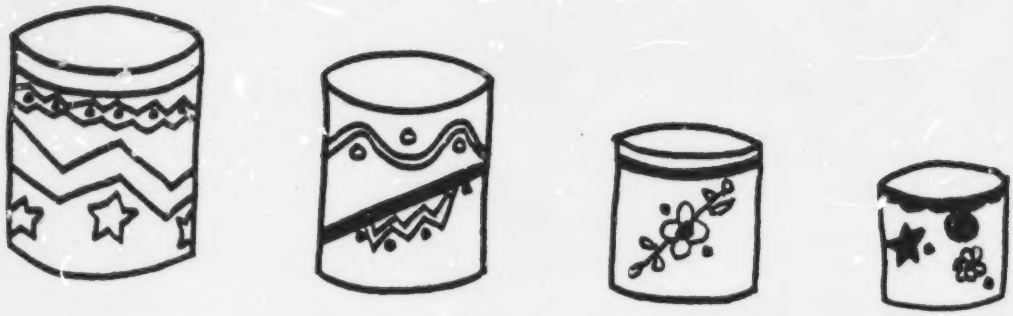
GRADUATED CANS



* Develops size relationships
* Develops color names
* Develops discrimination
* Develops balance
* Develops prepositions
* Develops grading, sorting, nesting
* Develops vocabulary - little, big, bigger, smaller

GRADUATED CANS

LESSON PLAN

MATERIALS NEEDED:
4 Cans (Frozen juice can, soup can, #2 can, #3½ can or any cans that stack or nest)
Can Opener
Paint (Yellow, red, blue, green) or contact paper

TIME TO MAKE: 40 minutes

PROCEDURE:
1. Remove one end of each can and wash each can. Be sure there are no rough edges.
2. Remove paper
3. Paint the cans or cover with contact

SUGGESTED USE:
-- Give the cans to the child and observe what he does with them.
-- Suggest that he turn the cans over and build a tower . Do the same for nesting.
-- For the very young child start out with 2 cans. Add more as he masters the task.
-- Talk about the 'big,' 'little,' and 'bigger' can.

EVALUATION:

Date	Can do Alone	Can do with Help	Cannot Do	Comments

CONCENTRATION

* Develops visual memory
* Develops concept of textures
* Develops size relationships
* Develops shape discrimination
* Develops ability to follow directions
* Develops prereading skills

CONCENTRATION

LESSON PLAN

MATERIALS NEEDED: Cardboard, tagboard
Paste
Fabric scraps

TIME TO MAKE: 15 minutes

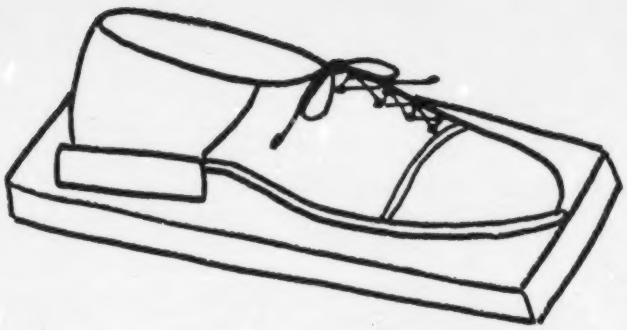
PROCEDURE:
1. Cut pieces of fabric into different shapes and sizes, making 2 of each kind
2. Paste each shape on a piece of cardboard which is cut to playing-card size
3. Make 2 cards of each shape

SUGGESTED USE:
--Place 2-6 pairs of cards (depending on the child's ability) face down on the table.
--Turn over two at a time, trying to remember cards which have been previously turned up in order to make a pair.
--When a pair is matched, that player keeps the cards.
--The player who matches the most cards wins.
--These cards may also be used for "same-different" games.

EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

LACING SHOE



* Develops ability to lace
* Develops thinking skills
* Develops progress from side to side
* Develops concentration
* Develops vocabulary
* Develops eye-hand coordination

LACING SHOE

LESSON PLAN

MATERIALS NEEDED: One piece of board
One shoe with 2 laces (1 white and 1 black)
2 nails, hammer, paint

TIME TO MAKE: 15 minutes

PROCEDURE:
1. Paint the board
2. Nail the shoe to the board so that it is secure
3. Tie the black and white shoe lace together

SUGGESTED USE:
-- Place the board with the shoe attached in front of the child so that the toe is pointed away from him
-- Start the lacing for the child
-- Talk about "First the white one goes in and out, and then the black one goes in and out."
-- Demonstrate the procedure if necessary
-- Praise the child if he laces 2 or 3 holes the first time.
-- Continue the next time until he can finish the task. **

** When he demonstrates readiness begin teaching him to tie.

EVALUATION:

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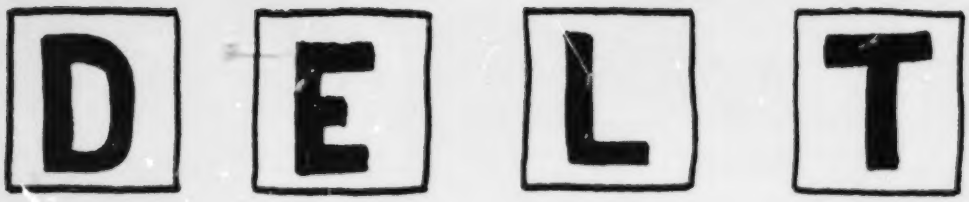
SANDPAPER ALPHABET



* Reinforces left-right sequence
* Develops tactile discrimination
* Develops kinesthetic discrimination
* Develops auditory discrimination
* Develops visual discrimination
* Develops fine-motor skills
* Develops the ability to recognize letters and letter forms
* Develops readiness for writing

SANDPAPER ALPHABET

LESSON PLAN

MATERIALS NEEDED: Poster board, tag board, or cardboard
Sandpaper (fine)
Ruler, scissors, paste, pencil
Letters to trace if available

TIME TO MAKE: 2 hours

PROCEDURE:
1. Cut 26 cards 6" by 6"
2. Trace letters on sandpaper and cut them out
3. Paste letters on the cards, one per card

SUGGESTED USE:
-- Start out with 3-4 cards
-- Allow time for the child to examine the card and feel the texture
-- Tell him the name of the letter or the sound it makes
-- Have the child trace each letter as he says its name.

** Use these cards when the child begins recognizing and asking about the alphabet
Keep a record of the ones he learns and add new ones accordingly.

EVALUATION:

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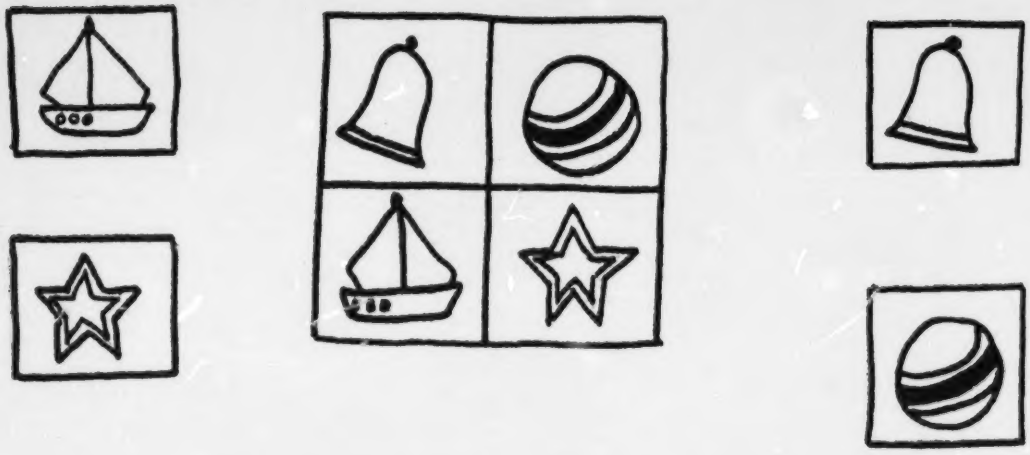
LOTTO GAME



* Develops fine-motor coordination
* Promotes form discrimination
* Promotes shape discrimination
* Promotes creative expression
* Builds vocabulary
* Develops concept of grouping
* Develops ability to identify objects

LOTTO GAME

LESSON PLAN

MATERIALS NEEDED: Cardboard, shirt board, or any heavy tag board
Sets of pictures that are alike
Paste, scissors, ruler
Clear Contact

TIME TO MAKE: 20 minutes

PROCEDURE:
1. Cut out large cards and measure off 4 spaces on each card. Add more spaces as the child becomes skillful at the game.
2. Cut out small cards to fit in the 4 spaces.
3. Cut out 2 sets of 4 pictures. (Use magazines, catalogues, advertisements, commercial stickers, etc.)
4. Paste one of each picture on the small cards and one of each on the large card.
5. Cover with contact paper.

SUGGESTED USE:
-- Name each object in the pictures.
-- Give the child the big card.
-- Hold up one card at a time and have him find one like it on the large card.
-- Match all the pictures on the card.

EVALUATION:

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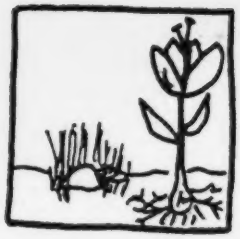
SEQUENCE CARDS



* Develops left-right directionality
* Develops verbal skills
* Develops story telling
* Develops visual skills
* Develops picture interpretation
* Develops inferential thinking
* Develops sequencing skills

SEQUENCE CARDS

LESSON PLAN

MATERIALS NEEDED: Posterboard, cardboard, heavy tagboard, or shirt board
Picture of simple sequence from children's books, funny papers, magazines, workbooks, etc.
Paste, scissors, clear contact paper

TIME TO MAKE: 15 minutes

PROCEDURE:
1. Cut the cardboard in sizes to fit the pictures
2. Choose 3 pictures for young children. Add more as the child is able to cope with the task.
3. Paste the pictures on the cards. Cover with contact paper.

SUGGESTED USE:
-- Show the child the cards in the right order
-- Tell him a story about the pictures
-- Ask him to tell the story if he is able
-- Mix the cards up and ask him to put them in the right order
-- Allow him to demonstrate this over a period of several days so you can be sure he knows the sequence.

EVALUATION:

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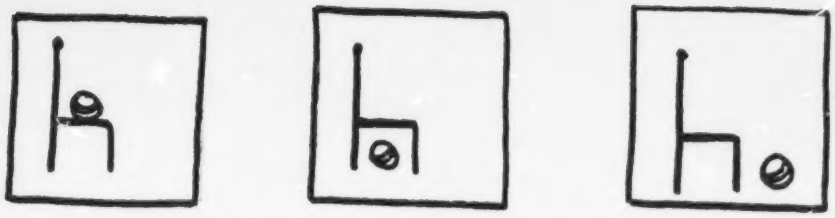
PREPOSITION CARDS



* Develops receptive language
* Develops ability to follow directions
* Develops concept of on, under, over
* Develops visual discrimination
* Develops auditory discrimination
* Develops vocabulary

PREPOSITION CARDS

LESSON PLAN

MATERIALS NEEDED: Heavy cardboard, Poster board, etc.
Felt pen or pictures
Clear contact paper

TIME TO MAKE: 15 minutes

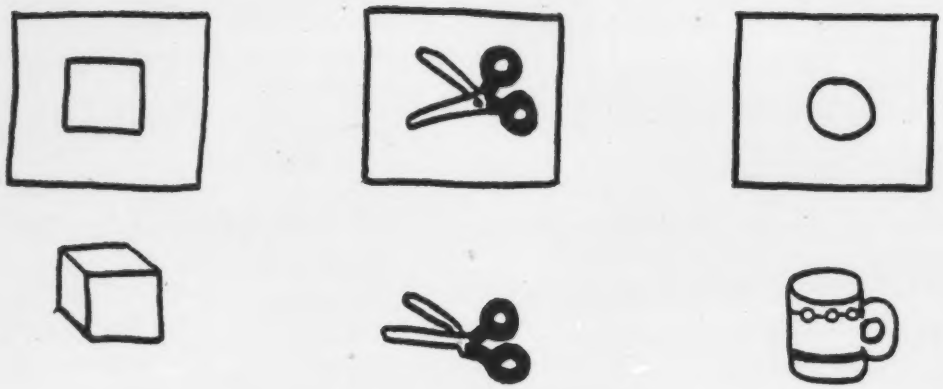
PROCEDURE:
1. Cut the cardboard in 6" x 6" squares
2. Make 3 cards showing chairs with balls on, under, and over them.
3. Cover with clear contact paper so that the cards will stay clean

SUGGESTED USE:
-- Before presenting the cards work with concrete objects
-- Create a "hunting" game and a "following directions" game. Example: "Can you find the book on the table?"
-- Ask the child to point to the card that shows the ball in a specific place.

EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

MATCHING



* Develops visual discrimination
* Develops manual dexterity
* Develops eye-hand coordination
* Develops shape relationships
* Develops size discrimination
* Develops ability to follow directions
* Develops prereading skills

MATCHING

LESSON PLAN

MATERIALS NEEDED: Shirt cardboards or tag board
Pen or pencil
Different sizes of boxes, tin cans, or other object

TIME TO MAKE: 10 minutes

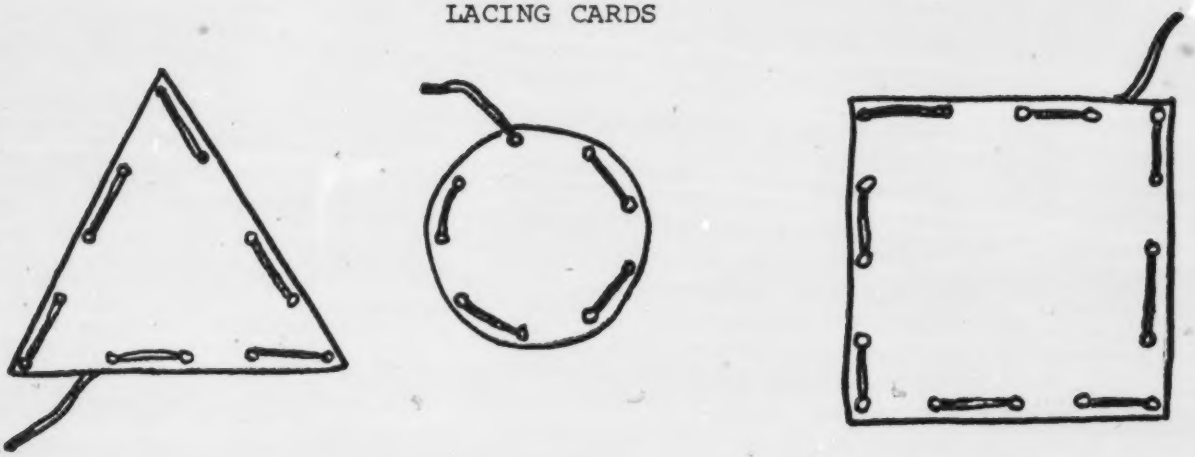
PROCEDURE: 1. On each piece of cardboard, trace around the bottom of an object

SUGGESTED USE: -- Have the child match the object with its corresponding drawing, placing the object directly on the outline.

EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

LACING CARDS



* Develops eye-hand coordination
* Develops concept of in and out
* Develops muscle control
* Develops concept of shape
* Develops sense of space
* Develops logical thinking

LACING CARDS

LESSON PLAN

MATERIALS NEEDED: Heavy cardboard
Hole punch or eyelet (Dritz)
Yarn or shoe lace
Scotch tape

TIME TO MAKE: 30 minutes

PROCEDURE:
1. Cut the heavy cardboard into large 8" x 8" geometric shapes (circle, triangle., square)
2. Make holes around the edge, spaced evenly
3. Cut yarn approximately 24" long. Wrap scotch tape around one end carefully. Tie a knot in the other end.

SUGGESTED USE:
-- Place the board and yarn in front of the child. Observe his actions.
-- If he needs help explain how to put the yarn through the hole and pull.
-- Do not correct what he does. Praise his efforts.
-- Work toward neat and orderly lacing.

EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

BUTTON CAN

* Develops manual dexterity
* Develops visual discrimination
* Develops color concepts
* Develops size concepts
* Develops auditory discrimination
* Develops concept of in and out

BUTTON CAN

LESSON PLAN

MATERIALS NEEDED: Coffee can with plastic top
Contact paper
Buttons, scissors, felt

TIME TO MAKE: 10 minutes

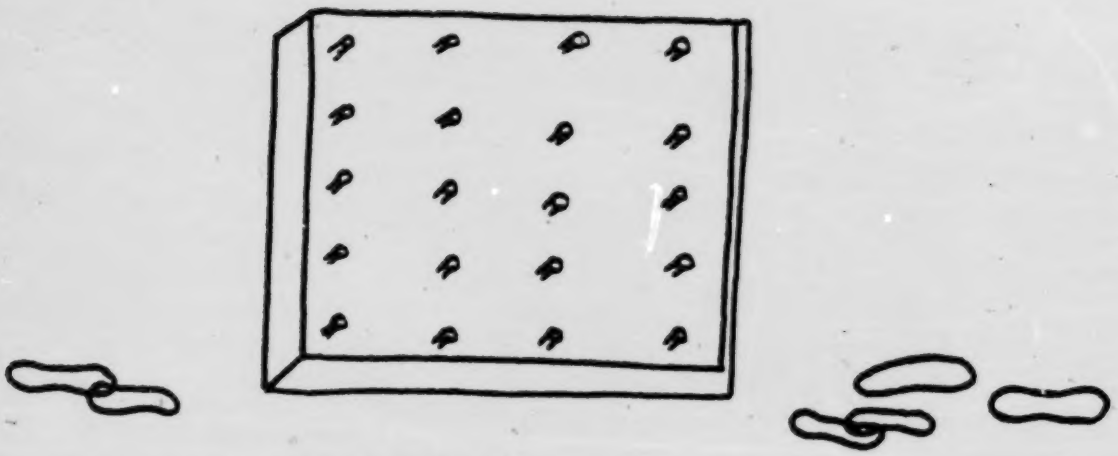
PROCEDURE:
1. Cut a felt piece the size of the bottom of the can
2. Paste it in the bottom of the can
3. Cut a slit in the plastic top a little larger than the largest button

SUGGESTED USE:
-- Place the can in front of the child with the buttons nearby
-- Pick up a button and place it in the can
-- Encourage the child to do the same

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

GEOBOARD



* Develops fine muscle skills
* Develops eye-hand coordination
* Develops vocabulary
* Develops shape concepts
* Develops tactile discrimination
* Develops concentration
* Develops attention span

GEOBOARD

LESSON PLAN

MATERIALS NEEDED: A square piece of wood at least one inch thick
A variety of rubber bands
A dozen two-inch finishing nails

TIME TO MAKE: 30 minutes

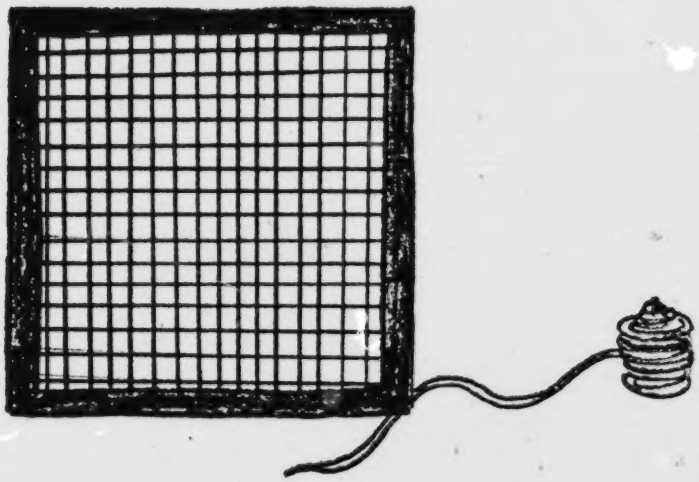
PROCEDURE:
1. Sand the rough edges off the board
2. With a ruler and felt pen, mark off the board with rows of dots at 1½ inch intervals
3. Hammer a nail into each dot to a depth of ½ inch

SUGGESTED USE:
--Place the geoboard and rubber bands in front of the child
--Let the child stretch rubber bands over the nails, forming designs
--It may be necessary to demonstrate the process of stretching
--After the child has practiced, have him copy shapes or make ones of his own

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

SCREEN WEAVING



* Develops manual dexterity
* Develops eye-hand coordination
* Develops directionality
* Develops tactile awareness
* Develops visual discrimination
* Develops ability to organize

SCREEN WEAVING

LESSON PLAN

MATERIALS NEEDED: Electricians tape
Wire screen with approximately ¼ inch squares
Yarns of different colors
Scotch tape

TIME TO MAKE: 15 minutes

PROCEDURE:
1. Cut wire screen into 10-inch squares
2. Cover the rough edges with electricians tape
3. Wrap the ends of the yarn pieces with Scotch tape to make a stiff section that can easily be pushed through the sections of screen

SUGGESTED USE:
--Weave the yarn into the screen
--It will be necessary to tie the yarn to one side of the screen so it will not pull through
--Have the child copy patterns after he is able to weave easily

EVALUATION:

Date	Can Do Alone	Can do With Help	Cannot Do	Comments

BALL POINT MARKER

* Develops manual dexterity
* Develops directionality
* Develops language skills
* Develops color names

BALL POINT MARKER

LESSON PLAN

MATERIALS NEEDED: Empty roll-on deodorant bottle
Liquid Starch
Food coloring
Paper

TIME TO MAKE: 15 minutes

PROCEDURE:
1. Remove the ball from the bottle
2. Wash out the bottle and fill with liquid starch
3. Add a few drops of coloring to the starch
4. Replace the ball in the bottle opening to make a large ballpoint marker

SUGGESTED USE:
--Give the child the marker and a large sheet of paper
--Encourage the child to draw pictures on the paper
--Demonstrate how to manipulate the marker if necessary

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

FOOD CAN LABELS

* Develops visual discrimination
* Develops vocabulary
* Develops one-to-one correspondence
* Develops labeling
* Develops matching
* Develops prereading skills

FOOD CAN LABELS

LESSON PLAN

MATERIALS NEEDED: Labels from used food cans
Identical used food cans with labels intact
Poster board

TIME TO MAKE: 15 minutes

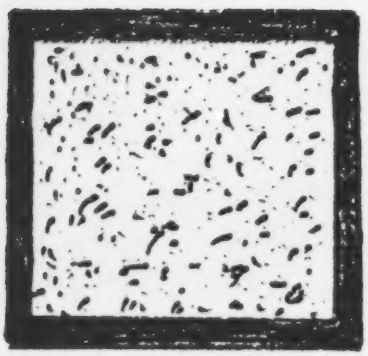
PROCEDURE:
1. Carefully remove the labels from empty food cans
2. Paste the labels on pieces of cardboard or poster board
3. Wash the matching food cans

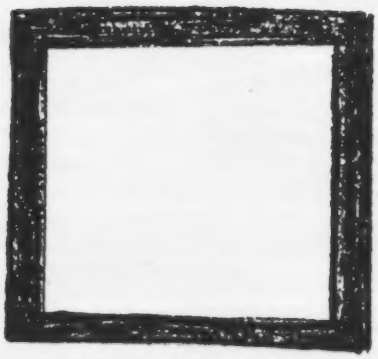
SUGGESTED USE:
--Give the child a label and ask him to find a can of the same food (same label). This can be done during meal planning or during shopping.
--When making up the shopping list, allow the child to select several of his labels and add these items to the shopping list

EVALUATION:

Date	Can do Alone	Can do With help	Cannot Do	Comments

ROUGH AND SMOOTH CARDS





* Develop discrimination
* Develop ability to identify and match objects by touch and feel
* Develops perceptual learning
* Develops visual discrimination
* Develops vocabulary "rough" and "smooth"

ROUGH AND SMOOTH CARDS

LESSON PLAN

MATERIALS NEEDED: Heavy tag board
Sandpaper, clear contact paper
Paste, scissors, ruler

TIME TO MAKE: 10 minutes

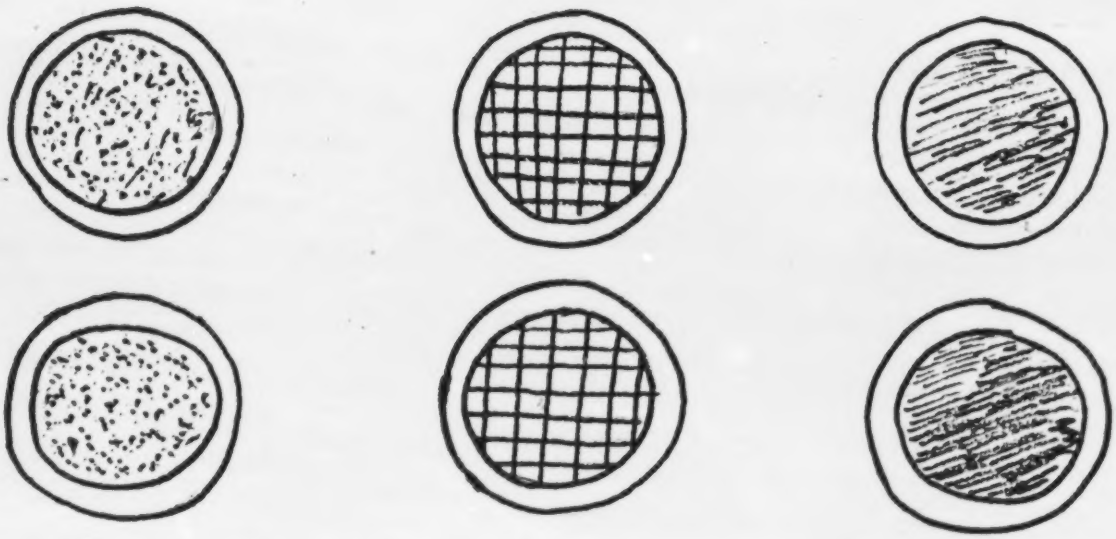
PROCEDURE:
1. Cut two cards 5" x 6"
2. Cut pieces of sandpaper and contact 1/8" smaller
3. Paste sandpaper on one card and mount contact paper on the other card.

SUGGESTED USE:
--Give the cards to the child
--Have him use his finger tips to gently feel the cards
--Tell him the sandpaper card feels "rough" and the contact card feels "smooth"
--Ask the child which card is rough and which one is smooth

EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

TEXTURES DISCS



* Develops tactile discrimination
* Develops vocabulary
* Develops sensory awareness
* Develops matching ability

TEXTURE DISCS

LESSON PLAN

MATERIALS NEEDED:
Large box
Tag board
Different textures--sandpaper, plastic, cotton, velvet, etc.
White glue

TIME TO MAKE: 45 minutes

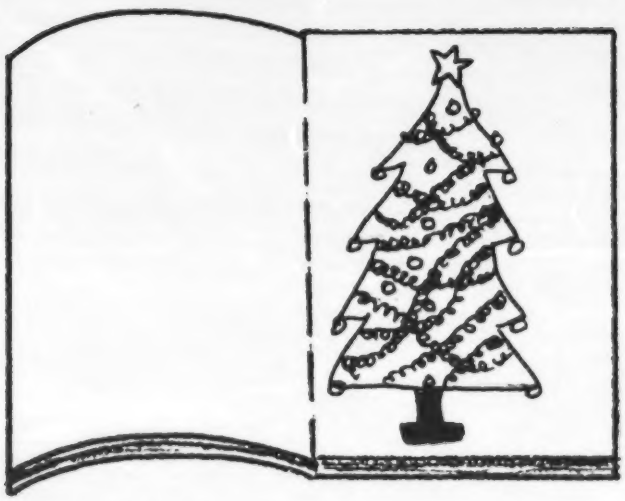
PROCEDURE:
1. Cut circles out of tagboard, about three inches in diameter
2. Cut circles out of the textured materials, about 2½ inches in diameter.
3. Glue textures on the tagboard, making two discs of each texture
4. Place one set of textures in the box
5. Cut a four inch hole in the box

SUGGESTED USE:
--Allow the child time to manipulate one set of texture discs
--Tell him the names (rough, smooth, slick, etc.) if he does not know them
--Give him the box with the other set of texture discs
--Tell him to feel one of his textures and to then find the same texture in the box
--He is to put his hand into the box and find the matching texture by feeling only
--It may be necessary to start out with three or four different distinctive textures, gradually adding more later on

EVALUATION:

Date	Can Do Alone	Can do With Help	Cannot Do	Comments

TOUCH AND SEE BOOK



* Develops sensory discrimination
* Develops vocabulary
* Develops left to right
* Develops tactile discrimination
* Develops prereading skills

TOUCH AND SEE BOOK

LESSON PLAN

MATERIALS NEEDED: Four sheets of poster board
Two loose leaf rings
A variety of textures such as sandpaper, velvet, denim, corduroy, fur, cotton balls,etc.

TIME TO MAKE: 1 hour

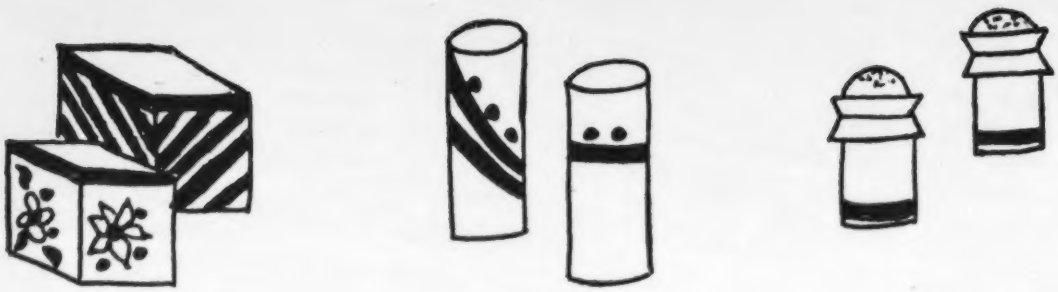
PROCEDURE:
1. Cut each sheet of poster board into four equal parts
2. On each part glue a sample of a texture
3. Punch holes on the left side of each "page" and connect the pages with the rings to form a book

SUGGESTED USE:
--Let the child touch the textures
--Make comments such as "This is smooth" or "This is rough," "Show me ___," "Find the ___," "Tell me how this feels"

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

SOUND CYLINDERS



* Develops the ability to receive auditory input
* Develops the ability to differentiate sounds
* Develops the ability to organize
* Develops the ability to interpret
* Develops the ability to understand what is heard

SOUND CYLINDERS

LESSON PLAN

MATERIALS NEEDED: 6 small tins or cylinders that cannot be seen through (film cans, bouillon containers, toilet paper rolls, bandaid boxes, etc.)
Rice, sand, beans

TIME TO MAKE: 20-25 minutes

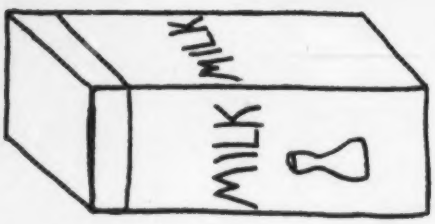
PROCEDURE:
1. Place the same amount of rice, sand and beans in 6 different containers so that there are 2 of each.
2. Secure the tops carefully

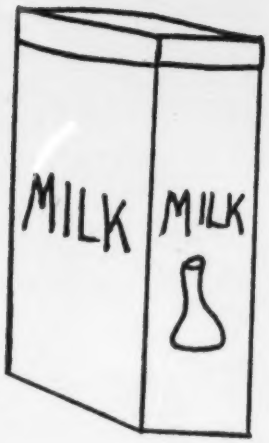
SUGGESTED USE:
--Allow the child time to shake the containers on his own.
--Give him 2 cylinders (sand and beans) to shake. Ask him if they make the same sound. If he says "No" then say "They make a <u>different</u> sound." If he does not answer correctly have him shake the cylinders again and tell him the answer.
--Continue the game on other days, gradually adding more cylinders with finer discrimination.

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

MILK CARTON BLOCKS





* Develops manual dexterity
* Develops size relationships
* Develops balance
* Develops vocabulary
* Develops one-to-one correspondence
* Develops matching ability
* Develops creativity

MILK CARTON BLOCKS

LESSON PLAN

MATERIALS NEEDED: Pairs of empty milk cartons - ½ pint, pint, quart, ½ gallon, gallon
Contact paper, masking tape, fabric

TIME TO MAKE: 5 minutes

PROCEDURE:

1. Cut off the spout end of two cartons that are the same size, just below the area which folds to form the spout.
2. With open ends facing, slowly push one carton into the other as far as possible.
3. Wrap masking tape around the ends of the block or cover the entire block with cloth or contact paper.
4. Beans or rice may be placed in the inside carton before inserting it in the outside carton.

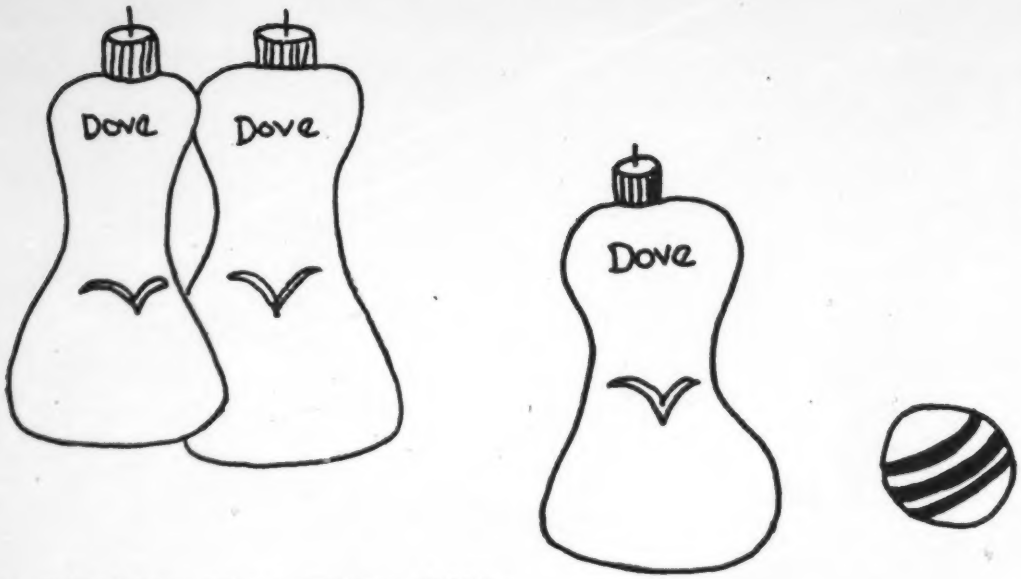
SUGGESTED USE:

--Place a variety of different sized blocks in front of the child. Observe what he does.
--Suggest activities if necessary: build a tower, arrange blocks according to size, pick out the little block or the big block, build a house or barn.
--When he is busy with the blocks move back to observe.

EVALUATION:

Date	Can Do Alone	Can do With Help	Cannot Do	Comments

DETERGENT BOTTLE BOWLING PINS



* Develops gross motor skills
* Encourages cooperative play
* Develops eye-hand coordination
* Develops visual discrimination
* Develops counting skill

DETERGENT BOTTLE BOWLING PINS

LESSON PLAN

MATERIALS NEEDED: Four or five empty plastic dish detergent bottles
A ball (softball size)
Sand or small rocks

TIME TO MAKE: 15 minutes

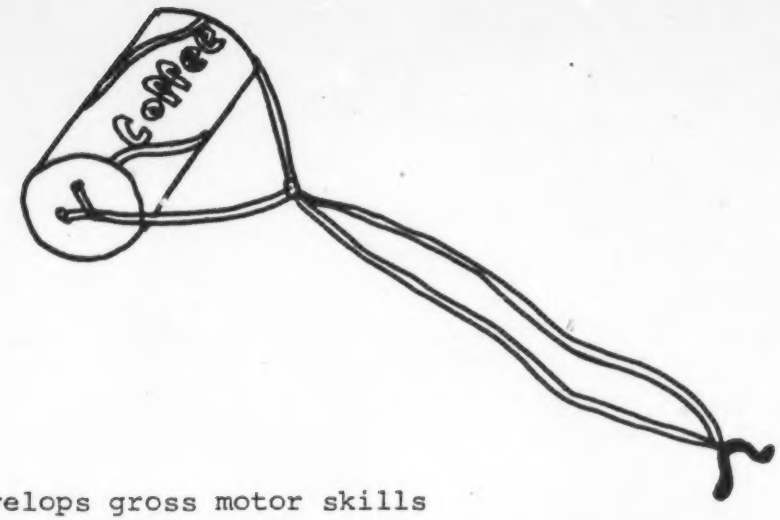
PROCEDURE:
1. Place a small amount of sand or rocks in each bottle
2. Secure the caps

SUGGESTED USE:
--Place the bottles in a group on the floor
--Let the child roll the ball and hit the bottles
--Count the number of bottles that were knocked down

EVALUATION:

Date	Can Do Alone	Can Do With Help	Cannot Do	Comments

PULL CAN



* Develops gross motor skills
* Develops auditory discrimination
* Develops fine motor skills
* Develops vocabulary

PULL CAN

LESSON PLAN

MATERIALS NEEDED: One empty coffee can and two plastic coffee can covers
One yard of strong string
Marbles or pieces of metal
White glue

TIME TO MAKE: 30 minutes

PROCEDURE:

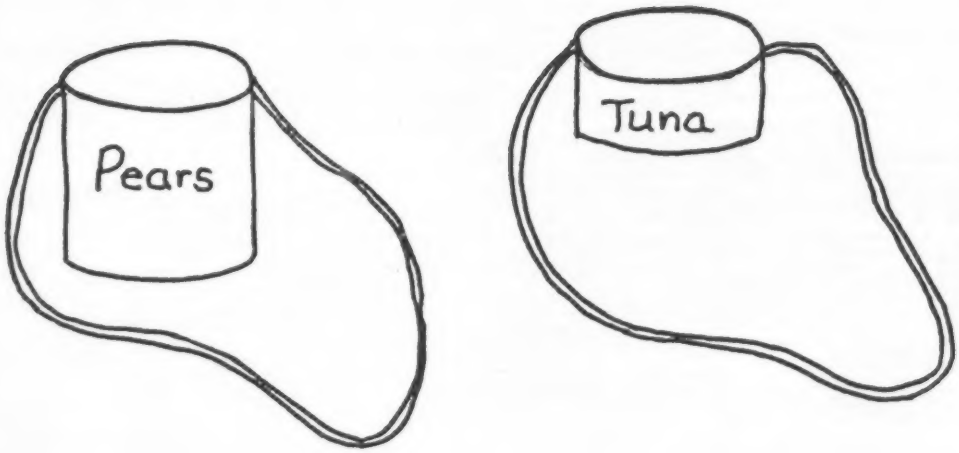
1. Cut out both ends of the can with a can opener
2. Punch a hole in the exact center of each plastic cover, large enough to pass the string through
3. Place one cover on an end, securing it with glue
4. Pass the string through the hole in the cover
5. Place several objects such as marbles, rocks, bolts, etc. in the can
6. Pass the string through the hole in the second cover (inside to outside) and then secure the second cover on the remaining can end with glue
7. Pull the string ends together and tie

SUGGESTED USE:
--The string becomes a pull for the toy
--As it rolls, the objects inside the can make a noise.

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

CAN-STILTS



* Develops gross motor skills
* Develops concentration
* Develops coordination

CAN-STILTS

LESSON PLAN

MATERIALS NEEDED: 2 empty cans of the same size
plastic clothes line or string

TIME TO MAKE: 10 minutes

PROCEDURE:

1. Punch 2 holes in each can with screw driver or nail. Holes need to be about ¼ inch in diameter. Holes are on opposite sides of the can near the bottom.
2. Turn cans upside down, attach clothesline and adjust to height of child.

SUGGESTED USE:

--Have child walk on cans,using attached line for control. (Best use on rugs or outdoors).
--Use shorter cans for younger children.
--Use taller cans as the child becomes mor e skillful.

EVALUATION:

Date	Can do Alone	Can do With Help	Cannot Do	Comments

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